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ABSTRACT

This study was made to determine the business community's attitudes toward the educational program of the Nebraska Vocational-Technical School and their assessment of the employability of the school's graduates. Findings from a survey of business and industrial firms who had employed graduates of the school of the years 1965 through 1969 indicated that a majority of the respondents felt that the school's program was generally responsive to the employment opportunities in the community. However, most of the respondents felt that the school is responsible for providing students with a broad general education and that business and industry should provide for the skill development of students in the school. The employers also thought that the public schools' curriculum should be oriented more toward the community and its employment opportunities. Recommendations based on the study findings included an extensive public relations program, improving vocational courses in all State public schools, and developing policies and plans at the Nebraska Vocational-Technical School for greater utilization of the business and industrial community in program change and expansion of the cooperative education program. It also recommended that the study be replicated in three years to evaluate changes. (MF)

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FINAL REPORT

VOCATIONAL EDUCATION

FOLLOW - UP STUDY:

BUSINESS AND INDUSTRIAL COMMUNITY
ATTITUDE TOWARD THE EFFECTIVENESS
OF THE VOCATIONAL TECHNICAL PROGRAM

NEBRASKA VOCATIONAL TECHNICAL SCHOOL

MILFORD, NEBRASKA

1971

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RESEARCH REPORT

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(Part II of III)

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John Treu, Division Chairman
Construction Occupations
Project Director

TABLE OF CONTENTS

	Page
LIST OF TABLES	iii
LIST OF CHARTS	iv
INTRODUCTION	1
PROCEDURES	2
PURPOSE AND OBJECTIVES	6
SECTION I - THE BUSINESS AND INDUSTRIAL ATTITUDE TOWARD NEBRASKA VOCATIONAL-TECHNICAL SCHOOL	8
An Analysis of the Respondent's Attitude Relative to Nebraska Vocational-Technical School's Sensitivity to Meeting Community Needs	8
Summary of the Business and Industrial Community Assessment of the Present Public School Programs	12
SECTION II - RESPONDENT'S ATTITUDE RELATIVE TO ASSESSING THE QUALITY OF GRADUATES FROM NEBRASKA VOCATIONAL-TECHNICAL SCHOOL	17
The Business and Industrial Community Evaluation of Graduates From the Nebraska Vocational-Technical School	18
Summary of the Industrial and Business Community's Record of Employment of Graduates from Nebraska Vocational-Technical School.	22
Review of Community Responses Relative to The Employment of Non-Graduates from the Nebraska Vocational-Technical School.	25
The Community Attitude Toward Nebraska Vocational-Technical School Graduates and Their Expectations From A Job	27
SECTION III - BUSINESS AND INDUSTRIAL COMMUNITY RESPONSES RELATIVE TO THE PUBLIC SCHOOL AND THE EFFECTIVENESS OF THE PRESENT PROGRAM OFFERINGS.	30
The Business and Industrial Respondents Attitude About the Nebraska Vocational-Technical School and its Effectiveness for Building a Stronger Community.	30
Need to Maintain A Closer Working Relationship Between Vocational-Technical Schools and the Business and Industrial Community For More Responsive Programs.	36

TABLE OF CONTENTS (continued)

Page

SECTION IV - BUSINESS AND INDUSTRIAL COMMUNITY EMPLOYMENT FACTORS AND FINANCIAL IMPLICATIONS FOR NEBRASKA VOCATIONAL-TECHNICAL SCHOOL. 38

Community Responses Relative to the Employment Opportunities for Nebraska Vocational-Technical School Graduates in This Community and Area 39

Respondents Attitude About the Competitiveness Of the Wage Structure in the Community Served by Nebraska Vocational-Technical School 41

The Business and Industrial Community Attitude Relative to Sharing Increased Financial Responsibility to Improve the Educational Opportunities at Nebraska Vocational-Technical School. 43

SUMMARY OF FINDINGS 46

RECOMMENDATIONS 49

CONCLUDING STATEMENTS 51

LIST OF TABLES

Table		Page
I.	Respondents Attitude Relative to Nebraska Vocational-Technical School's Sensitivity to Meeting Community Needs	11
II.	Summary of Community Assessment of the Public School Program.	16
III.	Business and Industrial Community Evaluation of Nebraska Vocational-Technical School Graduates.	21
IV.	Respondents Attitude About the School and Its Effectiveness for Building a Stronger Community.	34

LIST OF CHARTS

Charts		Page
I.	Summary of Respondents' Employment of Graduates from Nebraska Vocational-Technical School.	24
II.	Review of Business and Industry Responses Relative to Employment of Non-Graduates of Nebraska Vocational-Technical School.	26
III.	Community Attitude Toward High School Graduates and Their Expectations From A Job -- Students' Interest In Pay Rather than Future Growth in A Job.	29
IV.	Summary of Responses For Need To Maintain A Closer Working Relationship Between Vocational-Technical Schools and the Business and Industrial Community.	37
V.	Responses Relative to Employment Opportunities for Nebraska Vocational-Technical School Graduates in the State.	40
VI.	Respondents' Attitude About the Competitiveness of the Wage Structure in the Community Served by Nebraska Vocational-Technical School	42
VII.	Business and Industrial Community Attitude Relative to Sharing Increased Financial Responsibility to Improve Educational Opportunities in Nebraska.	45

APPENDIXES

Page

APPENDIX A

Sample Cover Letter to Business Establishments. 55

APPENDIX B

Business and Industrial Community Attitude Toward The Effectiveness of the Vocational-Technical Program at the Nebraska Vocational-Technical School Milford, Nebraska 57

INTRODUCTION

The main purpose of this study was to determine the business and industrial community's attitudes relative to Nebraska Vocational-Technical School's present educational program and concurrently gather data relative to their assessment of the employability of graduates from the school. Also, the study was designed to collect data from the business and industrial community relative to the secondary school program in the state. The development of the instrumentation for this phase of the study gave serious consideration to the design of the instrument to collect pertinent data from the industrial and business community that would provide a data base for the decision-makers to use as a strategy for change. The change process is an all-important facet in master planning in the present day educational establishment. The need for change in public schools is hastened due to the emerging educational renaissance and the insistence of parents and other lay people to have a more important role in the decision making process for the public schools.

The business and industrial community study resulted in organizing the final report into several sections: Section I, Business and Industrial Community Attitude Toward the Effectiveness of the Nebraska Vocational-Technical School Program; Section II, Respondent's Attitude Relative to Assessing the Quality of Graduates From Nebraska Vocational-Technical School; Section III, Business and Industrial Community's Responses Relative to Nebraska Vocational-Technical School and Effectiveness of Program Offerings; and Section IV, Business and Industrial Community Employment Factor and Financial Support for Nebraska Vocational-Technical School. The instrument

utilized and the data generated from this study will provide school administrators, policy makers, and other change agents with pertinent information relative to: 1) long-range planning for the change process, 2) information pertinent to administration of the school system, 3) data essential to the guidance department and curriculum planning, 4) data which will foster and stimulate further research for the Nebraska Vocational-Technical School and the state of Nebraska, and 5) assist those individuals responsible for updating the occupational program for the youth of the state relative to planning, developing, and implementing realistic programs for the secondary and post-secondary school that are relevant in terms of student and industrial needs of the area served. Another major strategy of the Business and Industrial Community Study was to gain the attitudes relative to the present educational program at Nebraska Vocational-Technical School and concurrently collect data relative to Business and Industrial Community attitude at the educational program at the secondary level. Of equal importance is the gaining of attitudes and perception on the part of the Business and Industrial Community relative to the assessing of the effectiveness of Nebraska Vocational-Technical School in meeting individual students and community needs.

PROCEDURES

The data contained in the body of this report are the results of replies of the Business and Industrial Community of Nebraska who have employed graduates of Nebraska Vocational-Technical School of the years 1965 through 1969. Typical establishments (but not limited to) in this study were those classified in the business and industrial community of the state including governmental agencies, implement dealers, engineering firms and other

establishments identified as having employed Nebraska Vocational-Technical School graduates.

A cover letter (Appendix A) was attached to each of the questionnaires (Appendix B) explaining the purposes and objectives of the study. The questionnaires were mailed to the business address of the firm taking part in the business and industrial community study. The study was designed to conduct a follow-up two weeks after initial mailing to participants from the business and industrial community of the state. A second mailing was completed after the project director and consultant conducted an analysis of non-respondents to the first mailing. The analysis of non-respondents indicated that many were self employed or in partnership with others in their specific field, several non-respondents had moved to other states and questionnaires were returned marked "undeliverable" or "insufficient address". The second mailing for the business and industrial community for the state was completed based on the analysis of non-respondents to the original mailing. The design of the study included a third follow-up of non-respondents by telephone to improve the percent of returns. The follow-up of non-respondents was designed to include the three major aforementioned procedures and these were accomplished by the project staff in the conduct of the study.

A major problem encountered by the project staff was the inability to secure up-to-date and accurate records relative to the current place of graduation from Nebraska Vocational-Technical School in the business and industrial and community of the state and particularly those graduates employed out of state. It is significant to note that 654 questionnaires were mailed to firms throughout Nebraska. Some duplication occurred as

some firms employed more than one graduate of Nebraska Vocational-Technical School and therefore, only one form was returned by that firm. Analysis revealed that 430 questionnaires were accounted for among the 285 completed and returned forms. In addition, 21 forms were not delivered and 4 remain unaccounted for. Thus, the total returned forms (306) represent 46.8 percent of the original sample and the data analysis for this report is based upon the completed returns (285) by those participating in this study.

The findings from this study will provide additional data for the decision makers relative to the community (business and industrial) attitude toward Nebraska Vocational-Technical School in the state of Nebraska. A thorough analysis of the charts and tables included in this report will indicate to the layman and to the professional educators that there are certain problems and issues which affect the industrial and business community as they evaluate the effectiveness of Nebraska Vocational-Technical School. The impinging factors which relate to the employability of students as they graduate from Nebraska Vocational-Technical School and the kind of work they pursue is a major concern not only to parents, students, but also to the places of employment within the state. Concurrently, the results of this study do affect, directly, the decision of policy makers have to make relative to improving the educational establishment. It is hoped that the data contained herein can be effectively utilized by those in responsible positions to provide the youth and adults who attend Nebraska Vocational-Technical School with a more realistic and responsive program of education that it will prepare the youth and adults of Nebraska more effectively for the professions and the world of work. Another important factor is the attitude and feelings that the industrial and business community have toward the public schools and these will affect the policy makers

decision in terms of asking for increased financial responsibility (taxes) from parents and the business and industrial community served in the state to improve the educational program. The data analysis and results of this study are the professional inferences made by this writer and to prove cause and effect relationships is extremely difficult; however, the data contained herein lends itself to further statistical treatment.

PURPOSE AND OBJECTIVES

BUSINESS AND INDUSTRIAL COMMUNITY ATTITUDE TOWARD THE EFFECTIVENESS OF THE PUBLIC SCHOOL PROGRAM

The primary purpose of the study was to determine the business and industrial community's attitudes toward the educational program offered by Nebraska Vocational-Technical School. A secondary purpose and of equal importance was to determine the business and industrial community's reaction relative to assessing the employability of students who graduate from the program.

To accomplish the purposes of this study, the following primary objectives were identified:

1. To determine the business and industrial community's satisfaction or dissatisfaction with program offerings at Nebraska Vocational-Technical School.
2. To determine the business and industrial community's attitude relative to expanding vocational education opportunities at Nebraska Vocational-Technical School.
3. To determine the role that the business and industrial community have in assisting the decision makers in improving the educational program at Nebraska Vocational-Technical School.
4. To determine the business and industrial community's attitudes relative to assessing the skills and abilities that graduates from Nebraska Vocational-Technical School bring with them when they seek employment.

5. To determine the employability of graduates of the Nebraska Vocational-Technical School in terms of state-wide opportunities.
6. To determine the business and industrial community's attitudes relative to increasing taxes and improving the Nebraska Vocational-Technical School program and public school programs in the state.

SECTION I

THE BUSINESS AND INDUSTRIAL ATTITUDE TOWARD NEBRASKA VOCATIONAL-TECHNICAL SCHOOL

The study of the business and industrial community attitudes toward the effectiveness of Nebraska Vocational-Technical School was designed to provide for the collection of pertinent data which would provide the policy makers of the school with a data base for problem solving and decision making. Educators at all levels are cognizant of the importance in relating effective educational programs to the community and particularly those tax-paying constituents who are served by the school. The following data and analysis should provide the leadership of the school with information essential in positive educational planning and the results are an important part of the strategy of change as educators design new opportunities to ease the transition of graduates from school to the world of work.

An Analysis of the Respondent's Attitude Relative to the Nebraska Vocational-Technical School's Sensitivity to Meeting Community Needs

The data in Table I is a summary of the returns by the business and industrial community relative to their attitudes toward the sensitivity of the present Nebraska Vocational-Technical School's program to meeting community needs. The business and industrial establishments responding in the state were asked to rate several items from strongly agree, agree, neutral, disagree, or strongly disagree relative to select items dealing with the assessment of the effectiveness of Nebraska Vocational-Technical School's program. A total of

203 respondents (72.2%) either strongly agreed or agreed that Nebraska Vocational-Technical School's programs are currently responsive to the employment opportunities in the state. Approximately 4.4 percent of the respondents disagreed with the present school program and its sensitivity to the employment opportunities in Nebraska. The educational opportunities at Nebraska Vocational-Technical School include those items which provide for pre-employment training for jobs available in the state resulted in a total of 209 respondents (or 74.4%) agreeing or strongly agreeing that the occupational preemployment educational programs are compatible with the employment opportunities in the community served. Less than 5 percent of all the respondents disagreed or strongly disagreed relative to the compatibility of the occupational education and jobs available in the state. Another important item on the questionnaire was related to the school's present curriculum (course offerings) currently providing for a well-balanced program for the youth of the state including those preparing for college and those preparing for the world of work. A total of 188 respondents (67.0%) agreed that the curriculum is responsive in terms of the needs of students preparing for college and the world of work. It is significant to note that only 6.0 percent of the respondents indicated disagreement relative to the relevancy of the present curriculum and course offerings in meeting the needs of all students within the state.

An analysis of the data in Table I indicates that, quite generally, the constituents of the state (parents and industrial and business community) are satisfied in terms of Nebraska Vocational-Technical School's offerings. However, those in crucial positions should review and analyze the percentages that are neutral or in disagreement with the three items relative to Nebraska Vocational-Technical School's programs and its sensitivity to meeting needs; approximately

one-fourth of the respondents from the business and industrial community showed neutrality or seem to feel that there is room for improvement to make the occupational education program at Nebraska Vocational-Technical School more responsive to those students desiring to prepare themselves for the world of work and the jobs available within the state. Attention to this group's comments could result in constructive changes of material benefit to all within the school and business and industrial community.

TABLE I

RESPONDENTS ATTITUDE RELATIVE TO
NEBRASKA VOCATIONAL-TECHNICAL SCHOOL
SENSITIVITY TO MEETING COMMUNITY NEEDS

N-281

Items Rated by Respondents Relative to Sensitivity of the School to Community Needs	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1 Nebraska Vocational-Technical School is Responsive to Employment Opportunities in this Community.	36	12.8	167	59.4	49	17.4	12	4.4	4	1.4	13	4.6
2 Occupational Educational Opportunities at Nebraska Vocational-Technical School Include those which Provide for Pre-Employment Training for Jobs Available In the Area and State.	36	12.8	173	61.6	49	17.4	11	3.9	2	.7	10	3.6
3 The Present Curriculum (Course Offerings) Provide for A Well-Balanced Program for Youth of the State; Those Preparing for College and Those Preparing for The World of Work	40	14.2	148	52.8	65	23.1	13	4.6	4	1.4	11	3.9

Summary of the Business and Industrial Community Assessment Of the Present School Programs

The respondents from the business and industrial community were asked to rate several items on the questionnaire ranging from strongly agree, agree, neutral, disagree, and strongly disagree in broad areas relative to evaluating the present public school programs and those at Nebraska Vocational-Technical School. Items rated by respondents in the assessment of the Nebraska Vocational-Technical School program relating to evaluating the degree of skills and knowledge students possess that enhance their chance for successful employment in the area and state. A total of 207 respondents (73.7%) indicated they strongly agree or agreed that students do have the skills and knowledge that enhance their chances for successful employment. Twenty-three respondents from the business and industrial community (or approximately 8%) disagreed or strongly disagreed that the students who graduate from Nebraska Vocational-Technical School do possess the desired degree of skills and knowledge to be successfully employed in the community.

The respondents in the state reacted, generally, negatively to the item "Should the public schools of your community direct more of their resources to prepare students for college attendance?" Only a total of 56 (or 18.9%) felt that the public schools should direct more of their resources toward those students preparing for college attendance, fifty-five respondents (or 19.6%) from the business and industrial community were neutral relative to this item.

An important item on the business and industrial community questionnaire was; "Should your community direct more of its resources to prepare the graduates from the public schools for the world of work?". A total of 240

respondents (84.4%) agreed or strongly agreed that the local public schools direct more of their resources for those preparing for the world of work. Twelve respondents (or 4.3%) indicated that they disagreed relative to directing more of the resources for preparing individual students for the world of work. An analysis of this item clearly indicates that a majority of the business and industrial community agree that the public school should place greater emphasis in the application of its resources to prepare its students for the world of work. An inference from the results of this item in all three phases of the study indicates that there is a need to review the present vocational programs and to expand in the area of general occupational preparation for the world of work; in essence this means expanding the vocational education program in broad areas that would provide opportunities not only for those preparing for the world of work but also those who have present plans for college education to have broad vocational experience and education at the high school level.

The respondents were asked to rate the public school's curriculum (courses) relative to the orientation more toward the local community and its employment opportunities. A total of 185 respondents (65.8%) agreed or strongly agreed that the public schools should orient more of the present curriculum toward the local community and its employment opportunities. Forty-nine respondents (or approximately 17 percent of those participating in the study) were neutral relative to this item. Thirty-eight (or 13.6%) of the respondents disagreed or strongly disagreed relative to reorienting the present public school programs toward those types of courses which would make the educational program more relevant in terms of the employment opportunities within the community. In view of the better than one-fourth who were neutral or disagreed, another

implication that might be drawn from this item and the respondent's reaction would be that possibly further consideration should be given to expanding the responsibilities of the local school system to making its educational program more relevant in terms of employment opportunities on regional or state needs. The mobility of youth and young adults in the labor market reveals that the educational program should be centered around the cluster concept and thereby making the graduates of secondary school programs more employable on a broad base relative to region and state, and not restricted or limited to local community employment opportunities.

The respondents from the business and industrial community reacted positive (83.6%) to agreed or strongly agreed that the public schools have the responsibility to provide students with a sound, broad, general education; and that local business and industry should provide opportunities for a continuation of skilled development after students graduate from high school and are actively employed. A minority of the respondents were neutral, disagreed, or strongly disagreed that the local community and the employment opportunities therein should provide the opportunities for skilled development after students come to the job. An inference drawn from this item on the respondent's questionnaire indicates to this writer, and has implications for the policy makers relative to considering the expansion of cooperative education opportunities in public schools of the state. If the business and industrial community indicate that most of these skills could be given on the job after graduation, it is feasible to advance the theory that possibly cooperative education should be expanded at grades 11 and 12 where students can gain these skills on the job while still in high school. The development of a strong cooperative vocational program might be a tentative plan or solution to improving the cooperative efforts of the community and the

school relative to making educational opportunities more realistic in terms of community and student needs. An analysis of the data in Table II would indicate that the business and industrial community is responsive to vocational education and is willing to take a more active part in providing on-the-job training for graduates of the public schools. Caution should be exercised in planning for cooperative education programs that are not compatible with student interest; equally important is the training station and its capacity to provide for a quality training and educational experience for the student.

TABLE II

SUMMARY OF COMMUNITY ASSESSMENT
OF THE PUBLIC SCHOOL PROGRAM

N=281

	Items Rated by Respondents In Assessing Public School Programs	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
4	Students who Graduate from Nebraska Vocational-Technical School Possess the Desired Degree Of Skills and Knowledge That Enhance Their Chance for Successful Employment in the Community.	47	16.8	160	56.9	40	14.2	21	7.5	2	.7	11	3.9
5	The Public Schools of Your Community Should Direct More of Its Resources to Prepare Students For College Attendance.	17	6.0	39	13.9	55	19.6	113	40.2	49	17.4	8	2.9
6	The Public Schools of Your Community Should Direct More of Its Resources to Prepare Graduates For the World of Work.	100	35.6	140	49.8	21	7.5	12	4.3	0	0	8	2.8
14	The Public School Curricula (courses) Should Direct More of Its Resources to Prepare Graduates For the World of Work	43	15.3	142	50.5	49	17.4	33	11.8	5	1.8	9	3.2
19	The Public Schools Have the Responsibility for Providing Students with a Sound, Broad General Education; and Business & Industry Should Provide the Training (Job Skill & Development) For Students After They Graduate From High School.	74	26.3	161	57.3	20	7.1	15	5.3	1	.4	10	3.6

SECTION II

RESPONDENT'S ATTITUDE RELATIVE TO ASSESSING THE QUALITY OF GRADUATES FROM NEBRASKA VOCATIONAL-TECHNICAL SCHOOL

One of the major purposes of this study was to determine the attitudes of the business and industrial community relative to evaluating qualitatively the graduates of the school. Eastern Nebraska is not unique in terms of its rural setting. Rural America has its problems relative to placing graduates in self-satisfying jobs within the state. One of the most important facets of the planning is to review the effectiveness of Nebraska Vocational-Technical School in terms of qualitative and quantitative factors relative to the product produced, or by evaluating the learning that has transpired as a result of having had an educational experience.

Section II of this report is a summary of the business and industrial community relative to assessing previous Nebraska Vocational-Technical School graduates they have employed relative to selective items that deal directly with the quality and quantity of education received by students. Respondents also assess the effectiveness of these graduates as they seek employment and as they proceed to become part of the many communities in the state and contribute to the social, economic, and civic welfare of each community. The reader of this report, however, should be cautioned that to assess the quality of students graduating from this school should not be limited only to those that have sought employment, and are employed in the state. One must evaluate and assess on a broader scope when one realizes that many of the graduates of this school do not seek employment therein, and are successful in employment in other states.

The Business and Industrial Community
Evaluation of Graduates From
Nebraska Vocational-Technical School

The data contained in Table III is a summary of the business and industrial community responses relative to four major items on the questionnaire related to assessing the employability of graduates from Nebraska Vocational-Technical School. Respondents were asked to rate items as strongly agree, agree, neutral, disagree, or strongly disagree. The first item rated by respondents was related to assessing the skills and knowledges that students bring as a result of having an education at Nebraska Vocational-Technical School. A total of 208 respondents (or 74.0%) strongly agreed or agreed that the students from the school do possess the skills and knowledges to be successful on the job. Twenty eight respondents (9.9%) indicated that they disagree or strongly disagree that the students bring with them the skills and knowledges to be successful on the job. A total of 12.5 percent of the respondents were neutral relative to this item. The business and industrial community seems quite positive in rating the ability of students to be successful on the job after leaving the school. The percentages relative to the aforementioned item reveal that possibly there is some concern however, that school administrators and the policy makers should review in greater depth to try and clarify the position taken by the business and industrial community relative to this item.

Another important item on this questionnaire asked the respondents to rate the graduates of Nebraska Vocational-Technical School relative to their preparation for the world of work. However, of greater significance and of equal importance to the policy makers in the district is that 66.6 percent of the respondents in the business and industrial community agreed or strongly agreed to the positive quality of the graduates relative to their preparation for the

world of work. The results from this item on the questionnaire should be of vital concern to those in responsible positions as they assess the local educational program, vocational and general educational offerings, in relation to preparing people for the world of work. This study indicates that the quality of the graduates is generally good relative to their preparation to enter in the world of work. Consideration, however, should be given to the minority responses to further strengthen programs for those who migrate to other states to seek employment.

Another significant item on the questionnaire was designed to gather data from the business and industrial community relative to assessing the interest graduates have in finding employment in this state. About one half (49.8%) of the community responding to this item agree or strongly agree relative to this item, indicating they feel graduates are interested in employment in this state. It is significant to note also, that 42.7 percent of the responses were neutral.

Of importance to the educational planners of Nebraska Vocational-Technical School is the fact that 161 of the respondents from the business and industrial community (57.2%) indicated they felt that young people graduating from schools today expect to receive too much (wages and benefits) from a job. A large minority (21.4%) of the respondents indicated that they disagreed with this item relative to student attitude toward the job. Further analysis of the data from this item reveals to this writer that the attitude of graduates of this school does not differ significantly from the attitudes about jobs, wages, benefits, and other criteria of graduates in other settings as they seek employment. The trend in the American affluent society today seems to be that youth is impatient with waiting, they are wanting to move ahead now and they demand immediate success, high wages, positions, and status in society, these are a must at this time and

place in our present society. The results herein may indicate to the school planners that possibly some specialized courses dealing with orienting individuals to the world of work relative to student responsibilities and expectations from the job might be implemented utilizing members of the business and industrial community or the school staff to bring about a more realistic approach to providing students with information and knowledge required for initial employment.

TABLE III

BUSINESS AND INDUSTRIAL COMMUNITY EVALUATION
OF NEBRASKA VOCATIONAL-TECHNICAL SCHOOL GRADUATES

N=281

Items Assessed by Business and Industrial Community to Evaluate the Nebraska Vocational-Technical School Graduates.	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
10 Graduates who come from Nebraska Vocational-Technical School Bring with Them The Desired Skills and Knowledge To Be Successful on the Job.	40	14.2	168	59.8	35	12.5	26	9.2	2	.7	10	3.6
11 Graduates of Nebraska Vocational-Technical School are Prepared for The World of Work.	28	10.0	159	56.6	52	18.4	28	10.0	4	1.4	10	3.6
13 The Graduates from Nebraska Vocational-Technical School are Interested in Finding Employment in Nebraska	12	4.3	128	45.5	120	42.7	11	3.9	1	.1	9	3.2
17 Young People Today Expect to Receive Too Much (Wages & Benefits) from a Job, and Disregard What They Bring (Skills & Knowledge) to the Job	48	17.1	113	40.1	51	18.2	57	20.3	3	1.1	9	3.2

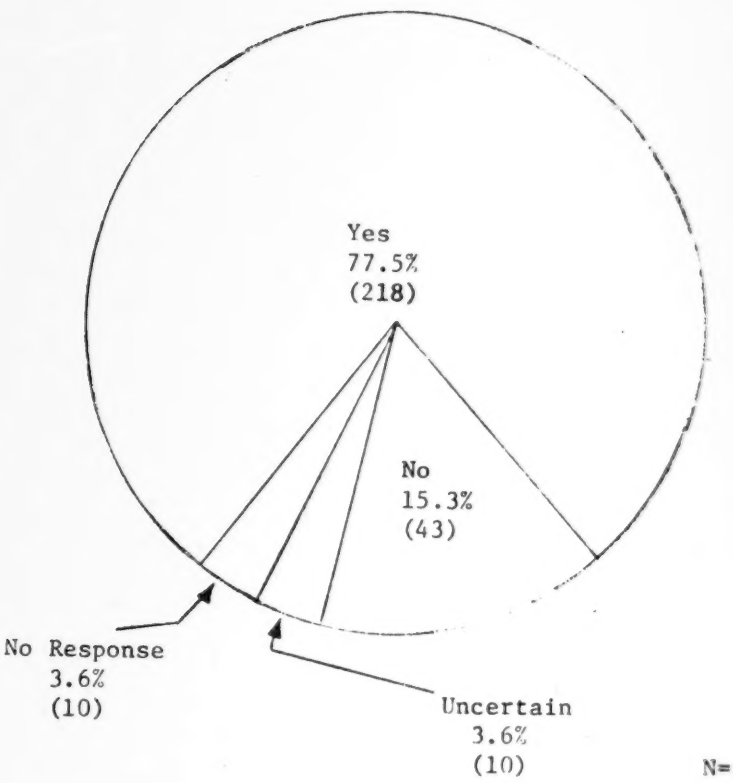
Summary of the Industrial and Business Community's Record of Employment of Graduates from Nebraska Vocational-Technical School

An important item dealing with assessing the effectiveness of Nebraska Vocational-Technical School in providing job-oriented education and training for the youth is important as we review the number of respondents in this study who have previously employed or are currently employing graduates of Nebraska Vocational-Technical School. The intent of this item in the study and the data contained in Chart I is to assess the number of establishments in the industrial and business communities that have employed youth and adults who have graduated from this school. It should be pointed out that the sample contained in the study is limited; however, the question is stated to identify those establishments who are now employing graduates and those who have previously employed graduates and these results should give some basic direction in terms of analysis of the employment practices of the school graduates. Of the respondents a total of 77.5 percent said they had employed graduates from the Nebraska Vocational-Technical School system. Forty-three (or 15.3%) of the respondents indicated they had not employed individuals who were graduates of the Nebraska Vocational-Technical School; a minority of the respondents (3.6%) were uncertain relative to this item. A review of the data in Chart I reveals that percentage-wise the business and industrial community which responded has utilized the services of the graduates of Nebraska Vocational-Technical School. Although this indicates that many of these establishments do employ graduates from this school, it should be pointed out the duration or tenure of employment was not identified and making an assumption that these employers have only employed

students who have graduated from Nebraska Vocational-Technical School would be erroneous. It is interesting to note that most of the business and industrial establishments responding do employ people who have either graduated from Nebraska Vocational-Technical School or who have attended and dropped out before graduation. In summary, the results of this item indicates that the business and industrial community apparently are in a good position to assess the product of the school due to the present and previous employment practices and records of students who are or have been employed in these establishments.

CHART I

SUMMARY OF RESPONDENTS' EMPLOYMENT OF GRADUATES OF NEBRASKA VOCATIONAL TECHNICAL SCHOOL



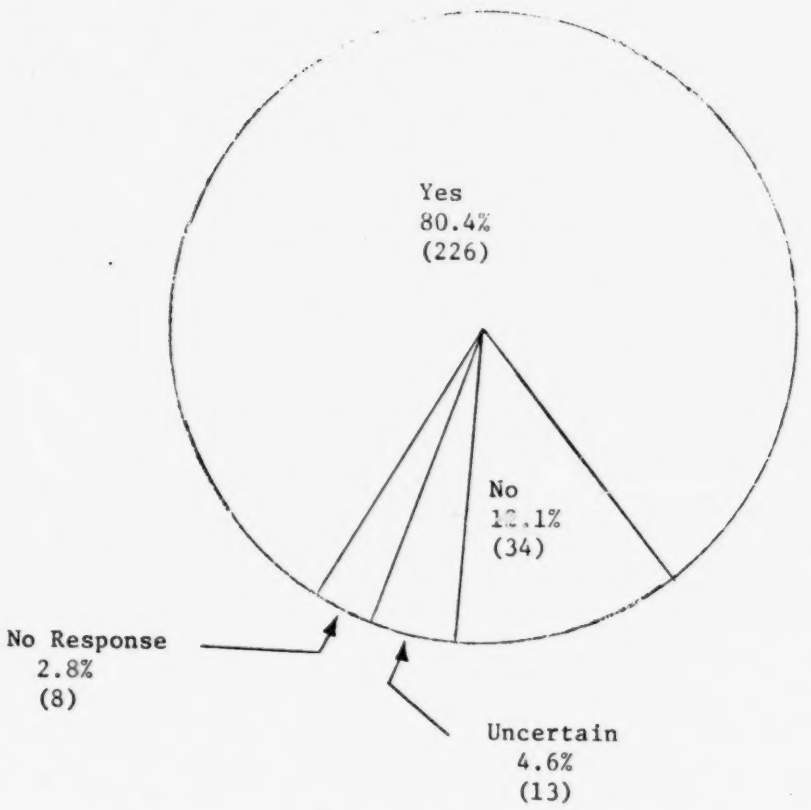
N=281

Review of Community Responses Relative to the Employment of Non-Graduates from the Nebraska Vocational-Technical Schools

The data contained in Chart II is a summary of the responses relative to the employment practices of non-graduates from Nebraska Vocational-Technical School. A total of 226 (80.4%) of the respondents indicated they have previously employed or currently have employees who are non-graduates of Nebraska Vocational-Technical School. Thirty-four (or 12.1%) of the respondents indicated they had not employed non-graduates of the Nebraska Vocational-Technical School system, a small minority (4.6%) of the respondents were uncertain relative to this item. An analysis of the data in this chart reveals that a large percentage of the employment opportunities in this state are filled by individuals who are non-graduates from Nebraska Vocational-Technical School. This does not necessarily mean that they are drop-outs, rather, it could be interpreted that these individuals have graduated from schools elsewhere and have relocated in the state and are employed in local business and industrial establishments. A further analysis would be that it is evident that additional study might be made to determine if the number of school drop-outs employed in the state is significant. The results of this study would have implications for Nebraska Vocational-Technical School in planning for basic adult education, adult education, upgrading and/or extension type courses that would be of value to the individuals currently employed in the area.

CHART II

REVIEW OF BUSINESS AND INDUSTRY RESPONSES
RELATIVE TO EMPLOYMENT OF NON-GRADUATES OF NEBRASKA
VOCATIONAL-TECHNICAL SCHOOL



N=281

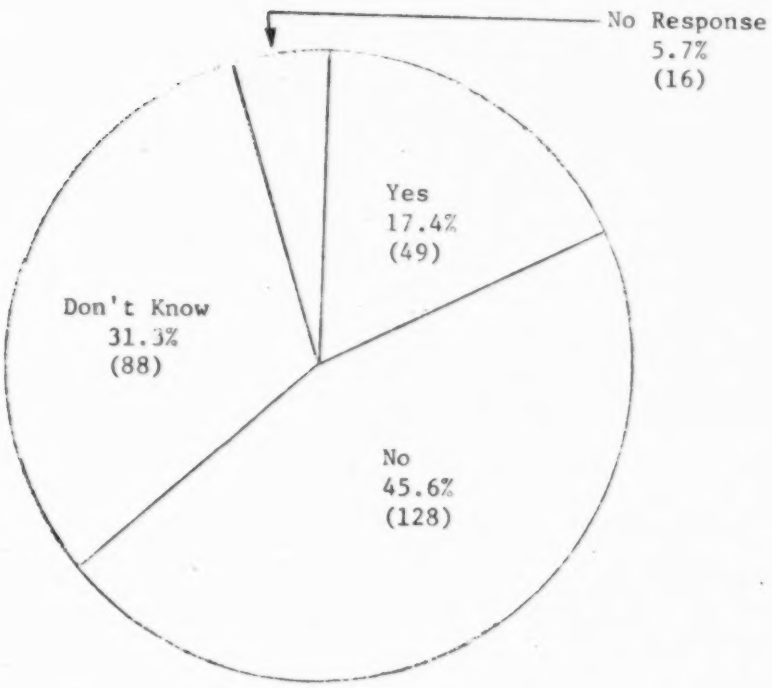
The Community Attitude Toward Nebraska Vocational-Technical School Graduates and Their Expectations From A Job

An important facet in this study was related to soliciting the community attitude (business and industrial community) relative to Nebraska Vocational-Technical School graduates and their expectations from a job-- "Students' interests in pay rather than future growth within a job." The data contained in Chart III reveals that only 17.4 percent of the respondents indicated they felt that student attitude toward a job seemed to center around pay, employee benefits, and not relatively concerned with the future growth within a job. This attitude in young workers and young adult workers seems to be prevalent in many communities and areas within the United States; thus, these results would imply that counseling and training of Nebraska Vocational-Technical School graduates has countered the trend and moved a greater percentage of students to appreciate the growth prospects of their jobs. A significant minority (45.6%) of the respondents answered "no" to this item, which tends to affirm the preceding statement. A total of 88 (31.3%) of the respondents indicated they didn't know relative to this item. An analysis of the data in Chart III reveals again that Nebraska Vocational-Technical School training has had positive results, but emphasis must continue strong in providing courses or units in the educational program for students to increase their knowledge about employment, its opportunities, responsibilities, mobility, and expectations from a life's work. Philosophically, all schools do have a responsibility and in most cases is spelled out in their objectives to provide the individual with those basic skills and knowledges that promote worthy use of leisure time and

promotes good citizenship. If this still holds true in modern day America, then the employability of youth is a major responsibility of education, and this has implications as we provide for courses within the curriculum that will equip and provide the individual student with those skills and knowledges necessary to cope with the pre-employment situation and to provide for a more stable employee in the industrial and business world.

CHART III

COMMUNITY ATTITUDE TOWARD HIGH SCHOOL GRADUATES AND
THEIR EXPECTATIONS FROM A JOB--
STUDENTS INTEREST IN PAY RATHER THAN FUTURE GROWTH IN A JOB



N=281

SECTION III

BUSINESS AND INDUSTRIAL COMMUNITY RESPONSES RELATIVE TO NEBRASKA VOCATIONAL-TECHNICAL SCHOOL AND THE EFFECTIVENESS OF THE PRESENT PROGRAM OFFERINGS

A major portion of the business and industrial community questionnaire was related to assessing the effectiveness of the Nebraska Vocational-Technical School program and concurrently review the educational opportunities available to students at the secondary level to prepare for the world of work. Of major concern to national, regional, and state planners is the problem of making educational programs relevant in terms of community and individual needs; of greater significance, however, to planners is the responsibility for bridging the gap between education and the world of work. Currently there is great emphasis being placed on man, education, and work. This direction in our national planning indicates that local educational units are going to have to be more critical in reviewing, evaluating, and redirecting educational programs in terms of relevancy.

The Business and Industrial Respondents Attitude About the Local School and Its Effectiveness for Building a Stronger Community

The questionnaire completed by the business and industrial community consisted of eight major items to be rated by respondents as strongly agree, agree, neutral, disagree, or strongly disagree relative to their attitude about the effectiveness of the local schools' program and offering at Nebraska

Vocational-Technical School for building a stronger state. Table IV is a summary of the responses. The respondents (87.1%) strongly agreed that most students enrolled in the public schools could profit from having occupational training while still in high school. It is significant to note that only 4.3 percent of the respondings reacted negatively to this item relative to students profiting from having occupational training while still in high school.

The business and industrial community overwhelming agreed (94.6%) that Nebraska Vocational-Technical School has a responsibility to prepare youth and adults to become more productive in the world of work. The results of this study indicate that the business and industrial community have a grave concern relative to the educational program and its implications for social and economic growth within the state. A total of 175 (62.3%) respondents indicated that cooperative education programs could be an effective method for providing Nebraska Vocational-Technical School students with occupational training. The responses to this item should reveal to educational planners that possibly cooperative education should be evaluated as it now exists, and a feasibility study of the school, students, and community be made for the expansion of existing or implementing new cooperative education programs.

Of major concern to educational planners, and particularly vocational educators, is the concept of offering or delaying occupational education until after high school in a post high school institution. The respondents (62.3%) indicated that specific occupational education would be more meaningful if offered at the post secondary level. However, an implication here might be that another kind of vocational education at the secondary level would be of equal importance. Of concern to educational planners is the lack of vocational education opportunities in the state of Nebraska for high school age students.

This situation should influence leaders of Nebraska Vocational-Technical School toward a decision to expand its own programs and consider a plan to expand vocational education at the high school level in the state.

The respondents in the business and industrial community (51.9%) indicated that there is a value in offering occupational education at the high school level. They also feel that the immaturity factor of high school students is of great importance relative to offering occupational education. However, a high percentage (68.0%) disagreed or strongly disagreed that there is little value in offering occupational education for the world of work because of the immaturity of the high school level, thus imply that students should receive occupational training while in high school. The data contained in this table provides the educational planners information to make realistic decisions about students and the educational programs within the district.

Respondents were asked to rate an item on the questionnaire relative to the major emphasis being placed on preparing for college and disregard the students' aptitude and ability and interests and that the local schools should assist the student in more realistic planning for the world of work or the professions. A total of 132 (83.1%) of the business and industrial community felt that parents placed too much emphasis on high school students preparing for college and disregard the student's aptitude, ability, and interest. The results from this item on the questionnaire should reveal to those in critical leadership positions that the business and industrial community seems to be in conflict with the majority of the parents of this school's students on the subject of students preparing for college and disregarding those other important aspects that students and parents must consider as they plan for their children's life's work.

The respondents were asked to rate this state and its economic development relative to the ability of Nebraska Vocational-Technical School and their ability to provide, for a trained labor force held in their hands, the future economic growth of this state. The data resulting from this item on the questionnaire is of significant value to those who have the responsibility for establishing, maintaining, and changing the educational program within the state. Only 7.8 percent of the respondents disagreed or strongly disagreed with this item. Further analysis indicates to this writer that the business and industrial community is well aware of the value of education and its implications for economic growth of the state.

TABLE IV

RESPONDENTS ATTITUDE ABOUT SCHOOL AND ITS EFFECTIVENESS FOR BUILDING A STRONGER COMMUNITY

N=281

Items Rated by Respondents About School and Its Effectiveness for Building a Stronger Community	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
7 Most Students in Our Public Schools Could Profit From Occupational Training While Still in School.	111	39.4	134	47.7	16	5.7	10	3.6	2	.7	8	2.9
18 Nebraska Vocational-Technical School Has a Responsibility to Prepare Youth and Adults to Become More Productive in the World of Work.	120	42.7	146	51.9	6	2.1	1	.4	--	--	8	2.9
20 Business and Industry Should Provide Job Skill Development For Students After They Graduate From High School.	12	4.3	64	22.8	48	17.1	124	44.1	22	7.8	11	3.9
21 Cooperative Educational Programs Would Be An Effective Method For Providing Nebraska Vocational-Technical School Students With Occupational Training.	42	15.0	133	47.3	53	18.9	38	13.5	6	2.1	9	3.2
22 Occupational Education Is More Meaningful To Individuals When Offered On the Post-Secondary Level.	47	16.7	149	53.0	57	20.3	19	6.8	--	--	9	3.2

TABLE IV (continued)

N=281

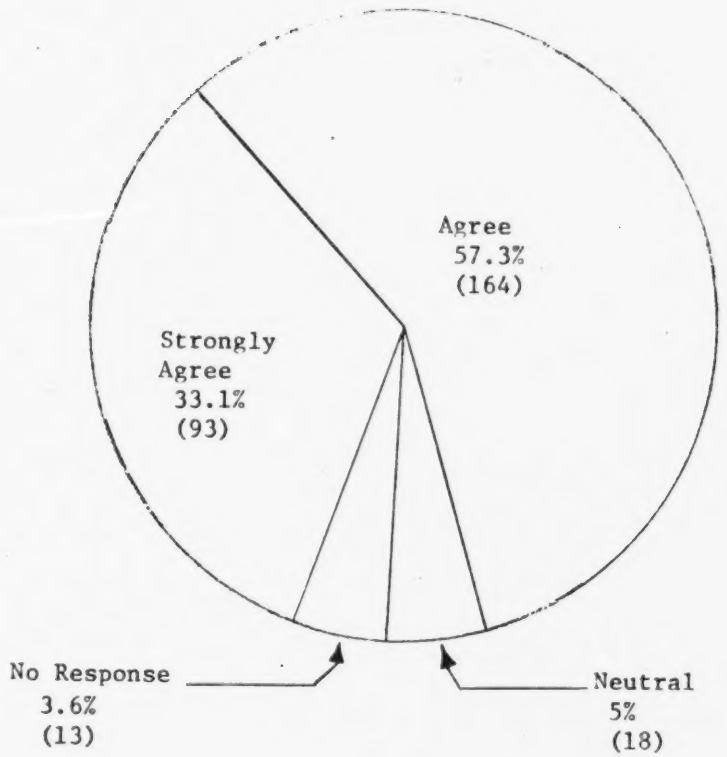
Items Rated by Respondents About School and Its Effectiveness for Building a Stronger Community	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		No Response	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
23 There is little value in offering occupational education in high school because of the immaturity of students and their ability to make wise occupational choices.	11	3.9	33	11.7	36	12.8	140	49.8	51	18.2	10	3.6
24 Parents place too much emphasis on preparing for college and disregard the student's aptitude, ability and interests.	112	40.0	121	43.1	27	9.7	10	3.6	1	.4	9	3.2
25 The future economic development of this state will depend largely on the ability of post-high school institutions like Nebraska Vocational-Technical School with a more responsive educational program.	67	23.8	152	54.1	30	10.7	20	7.1	2	.7	10	3.6

Need to Maintain A Closer Working Relationship Between Vocational-Technical Schools and the Business and Industrial Community For More Responsive Programs

This study reveals that the business and industrial community is sincerely interested in maintaining a closer working relationship between vocational-technical schools, and the business and industrial community to provide all citizens with more educational programs to bridge the gap between schools and the world of work. A total of 257 (90.4%) respondents agreed or strongly agreed with this facet of the study. The summary of the data, revealed in Chart IV, contains the implications to policy makers, maintain a strong program of public relations and keep the communication channels open to provide for the best education available for the citizens of this state, thereby keeping them more productive and simultaneously improving the economic status of the State.

CHART IV

SUMMARY OF RESPONSES FOR NEED TO MAINTAIN
A CLOSER WORKING RELATIONSHIP BETWEEN
VOCATIONAL TECHNICAL SCHOOLS AND THE BUSINESS AND
INDUSTRIAL COMMUNITY



N=281

SECTION IV

BUSINESS AND INDUSTRIAL COMMUNITY EMPLOYMENT FACTORS AND FINANCIAL IMPLICATIONS FOR NEBRASKA VOCATIONAL-TECHNICAL SCHOOL

Another portion of the questionnaire was designed to elicit from the business and industrial community their opinions and attitudes about the employment factor and financial implications for the community relative to Nebraska Vocational-Technical School and its present programs. Important in any educational enterprise is the attitude and willingness of the community to provide adequate financial support for the school to maintain, conduct, and expand present educational programs thereby enabling it to be responsive to change. Nebraska Vocational-Technical School is no different from those in other parts of the nation and is experiencing tremendous financial problems relative to expanding existing programs, facilities, and professional staff. The future of America's economic and social growth will depend on the ability of schools to solve the financial crises which faces them and particularly those in rural America. It should be pointed out, however, that the financial crisis and taxpayer's revolt about education is not limited to any geographical location, nor by metropolitan, suburban, or rural setting. The purpose of this study was to provide those in critical positions of planning with the information about the attitudes of the community relative to finance and the effectiveness of Nebraska Vocational-Technical School. Creeping Federalism will have a definite financial impact on financing education at all levels; this also raises serious questions relative to what is, or will be, the role of the Federal government in the schools of this nation.

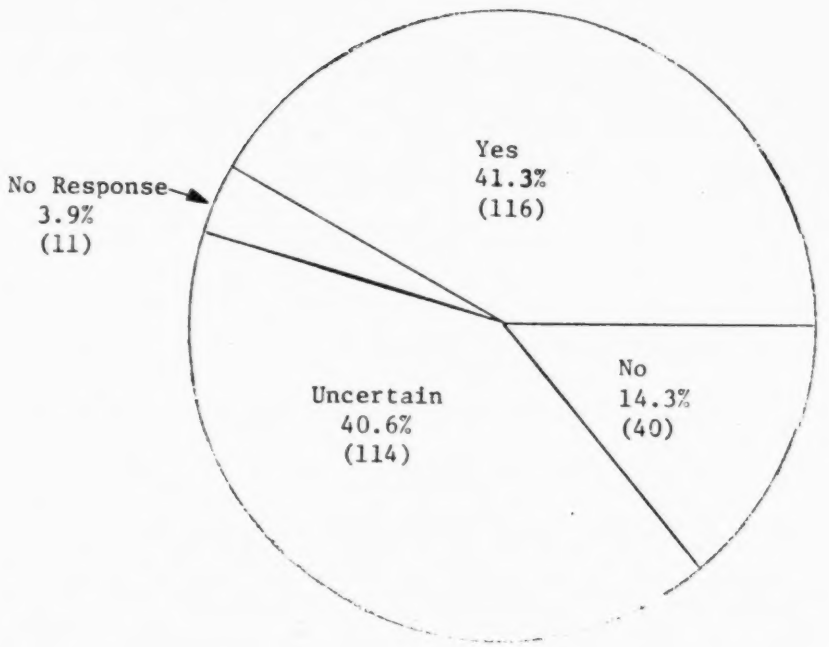
Community Responses Relative to The Employment Opportunities for Nebraska Vocational-Technical School Graduates in this State

Nebraska Vocational-Technical School is in a rural setting and to some extent is somewhat isolated from the many industrial and business activities in Nebraska; however, it is blessed with a good system of highways and a sound economic base. In addition, many opportunities relative to providing employment for graduates do exist. The future growth of this state will be based on its ability to secure new industrial and business establishments to provide for additional and expanded employment opportunities.

The business and industrial community responded to this question in a divided fashion. A total of 116 (41.3%) indicated that employment opportunities for Nebraska Vocational-Technical School graduates in this state are available. Approximately fourteen percent of the respondents indicated they felt that there were few employment opportunities for Nebraska Vocational-Technical School graduates, while a total of 114 respondents (40.6%) were uncertain relative to the present employment opportunities for high school graduates in Nebraska. The results of this item on the business and industrial community survey reveals that the state as a whole does see opportunity for employment for Nebraska Vocational-Technical School graduates or the young adults in this state, but probably the results further indicate that additional business and industry must be attracted to the state. The problem is a critical one and must be faced by the state, parents, and the school as they plan for the future. The data contained in Chart V should reveal that much remains to be done to provide an adequate program of vocational education for those students who are forced to seek employment in other parts of the region or in the nation.

CHART V

RESPONSES RELATIVE TO EMPLOYMENT
OPPORTUNITIES FOR NEBRASKA VOCATIONAL-TECHNICAL SCHOOL
GRADUATES IN THE STATE



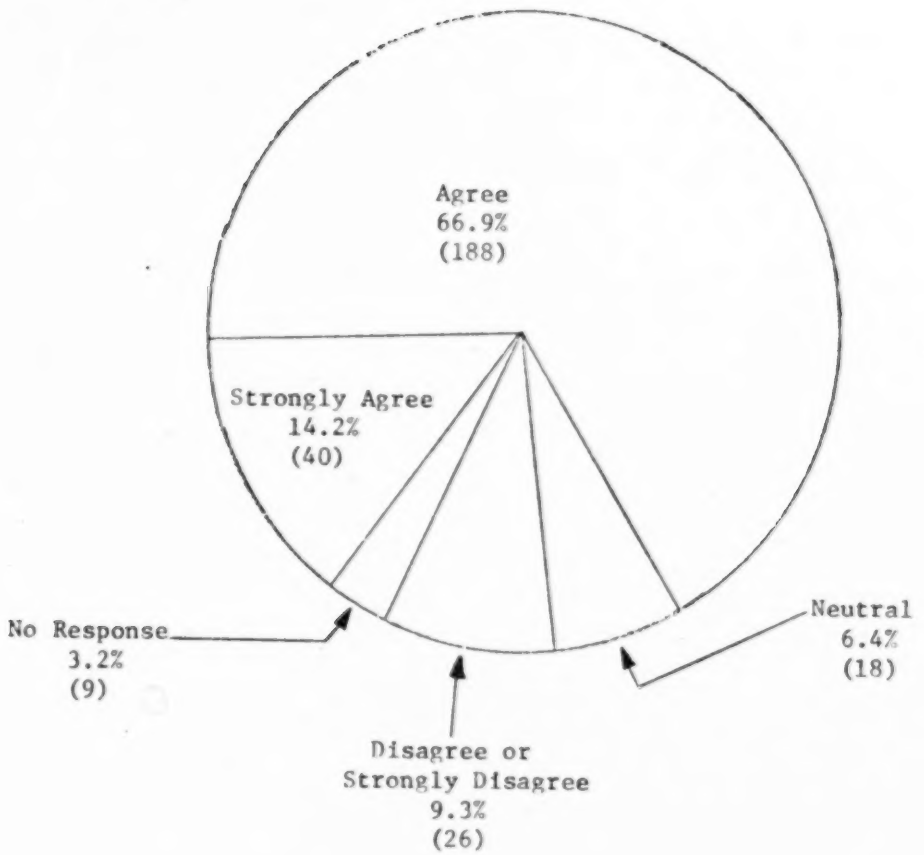
N=281

Respondents Attitude About the Competitiveness of the Wage Structure In Communities Served by Nebraska Vocational-Technical School

Chart VI reveals the summary of an important question relative to the feelings from the business and industrial community about the competitiveness of the wage structure in the communities served by Nebraska Vocational-Technical School. It is interesting to note that a total of 228 respondents (81.1%) indicated they felt that the wages paid in Nebraska for services rendered to the business and industrial community are competitive and feel there is no difference in the salary the graduates can earn in their community compared to opportunities in other areas of the region. A total of twenty-six (9.3%) of the respondents felt that the wages in their community are not competitive and therefore they are unable to attract Nebraska Vocational-Technical School graduates seeking employment in their community. Approximately six percent of the respondents indicated they were neutral relative to the competitiveness of the wage structure in their area. The data contained in Chart VI reveals that a positive attitude in the business and industrial community does exist relative to assessing the competitive factor of wages paid by this community as compared to other opportunities available to Nebraska Vocational-Technical School graduates. However, a sobering factor is that the employment opportunities tend to be limited and restricted in the Nebraska area that many school graduates must remain mobile and leave the area if they are to gain employment upon graduation or upon leaving the school.

CHART VI

RESPONDENTS' ATTITUDE ABOUT THE COMPETITIVENESS OF THE WAGE STRUCTURE IN THE COMMUNITY SERVED BY NEBRASKA VOCATIONAL-TECHNICAL SCHOOL



N=281

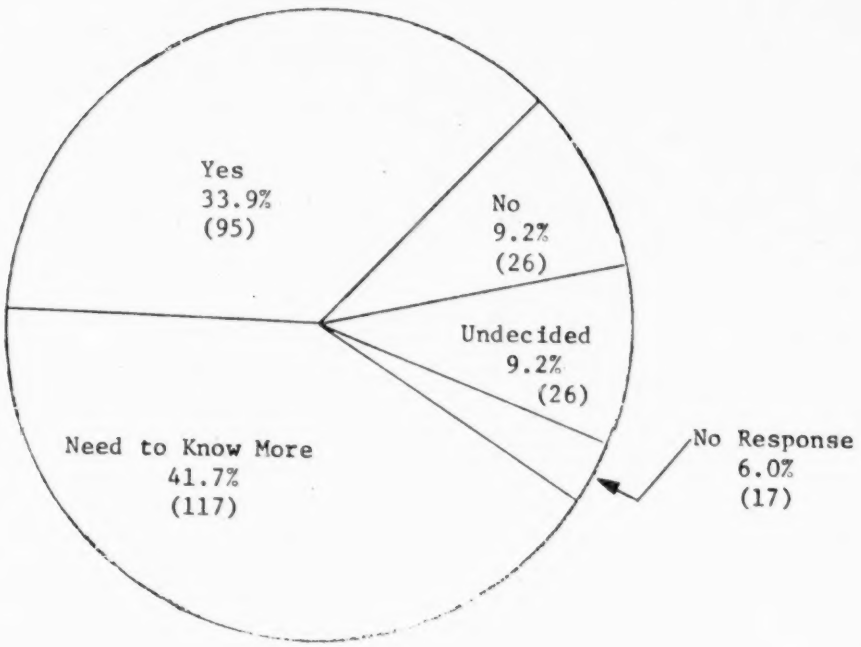
The Business and Industrial Community Attitude Relative to Sharing Increased Financial Responsibility to Improve The Educational Opportunities Throughout the State

The data contained in Chart VII is of significant value to the policy makers at Nebraska Vocational-Technical School and throughout Nebraska. A major purpose of the study was to gain the attitude from the business and industrial community relative to their willingness to share in increased financial responsibility (more taxes) to improve the educational opportunities in the state. A total of 95 respondents (33.9%) indicated they are willing to share in additional taxes to improve the educational opportunities within the state. A minority (9.2%) of the respondents reacted negatively to this item. A total of 117 respondents (or 41.7%) indicated they needed to know more about the plan relative to improving the educational opportunities. They indicated they would take an active part in increased financial responsibility. A significant factor in the analysis of the aforementioned data is that a total of 85.6 percent of the respondents from the business and industrial community reacted positively or needed to know more about the plan relative to sharing increased financial responsibility for improving school programs. Those in crucial positions of leadership within the state should be cognizant of parents and the business and industrial community attitudes relative to sharing an increased financial responsibility (taxes) to improve the educational program. School authorities at all levels may decide to mount an extensive public information program explaining that present school programs justifies the need to expand the present educational program in areas preparing students for the world of work. The state's residents should be made aware of the financial resources required to bring about an updating of the present educational program. An

observation from the data may be that the climate in this state for school support is most favorable and this is an unusual situation in the nation today. It is evident that the business and industrial community is willing to provide support for Nebraska Vocational-Technical School and local public schools. The timing and amount of additional support seem to be critical items to consider before launching into an all out effort to increase taxes or seek other sources for additional financial support.

CHART VII

BUSINESS AND INDUSTRIAL COMMUNITY ATTITUDE RELATIVE
TO SHARING INCREASED FINANCIAL RESPONSIBILITY
TO IMPROVE EDUCATIONAL OPPORTUNITIES
IN NEBRASKA



N=281

SUMMARY OF FINDINGS

The following are the major findings based on the data collected and analyzed from the Business and Industrial Community Study:

1. A majority of the business and industrial community surveyed in this district generally feel that Nebraska Vocational-Technical School's program is responsive to the employment opportunities in this community.
2. Two-third's of the respondents indicate they feel that the curriculum (courses offered) provide for a well-balanced program for the youth of the community served.
3. Approximately 74 percent of the respondents indicated they feel that the graduates from Nebraska Vocational-Technical School possess the desired degree of knowledge and skill that enhance their chance of successful employment in the community.
4. The business and industrial community (85.4%) feel that the public schools of the state should direct more of their resources to prepare the graduates for the world of work.
5. Approximately two-third's of the respondents indicated they feel that the local public school's curriculum should be oriented more toward the community and its employment opportunities.
6. A large majority of the respondents (83.6%) indicated that Nebraska Vocational-Technical School has the responsibility for providing students with a sound, broad general education, and that business and industry should provide for the skill development of students in the school.

7. The majority of the respondents indicated that they felt students who graduate from Nebraska Vocational-Technical School do possess the desired skills and knowledges to be successful on the job.
8. The respondents (66.6%) indicated that the graduates from Nebraska Vocational-Technical School are prepared for the world of work.
9. About one half of the respondents indicated that the graduates from Nebraska Vocational-Technical School are interested in finding employment in this area.
10. The respondents (57.3%) indicated that the young people today expect to receive too much in terms of wages and benefits from a job, and disregard what they bring (skills and knowledges) to the job.
11. A majority of the respondents indicated they had employed graduates from Nebraska Vocational-Technical School.
12. A majority of the business and industrial community who responded indicated they had previously employed or have currently employed non-graduates from Nebraska Vocational-Technical School.
13. A majority of the respondents indicated that most of the students in public schools could profit from having occupational training while still in high school.
14. A majority (83.1%) indicated they felt that parents placed too much emphasis on college preparation and disregard the student relative to his aptitude, ability, and interest.
15. Generally, the respondents from the business and industrial community indicated that the economic development of this community will depend largely upon the ability of the public schools to provide an adequately trained labor force.

16. The majority of the respondents (77.9%) indicated there is a need to maintain a closer working relationship between the schools, business, and industrial communities to provide for a better balance in the educational program to the youth and adults within the district.

17. A large group of the respondents (54.9%) indicated they were uncertain or did not know of enough employment opportunities to meet the needs of all school graduates in the community.

18. Generally, the business and industrial community indicated they feel that the salaries paid in this community are competitive with other communities in the state.

19. The results from this study indicate that about 34 percent of the business and industrial community would be responsive to sharing increased financial responsibility to improve the educational opportunities in the local public schools; however, 41.7 percent indicated they would need to know more about the plans for improving the program.

RECOMMENDATIONS

Based upon the data and analysis generated from this study the following recommendations were advanced:

1. That an extensive public relations program be mounted by the board's of education to improve the image and understanding by the business and industrial community of the present public school program.
2. Plans should be developed for improving and revising present vocational offerings within all schools of the state.
3. Greater emphasis should be placed on vocational guidance at all levels.
4. The Nebraska Vocational-Technical School should strive to improve the communication link between parents, school, students, and the business and industrial community.
5. The policy makers for Nebraska Vocational-Technical School should develop plans for long range planning to provide for program change and in the process make extensive use of the business and industrial communities.
6. Nebraska Vocational-Technical School should give serious consideration to evaluating the total educational programs in terms of quantitative and qualitative criteria.
7. This study should be replicated three years hence to assess change resulting from the present study.
8. Nebraska Vocational-Technical School officials should consider the expansion and improvement of the cooperative education program based on the results of this study.

9. NVTS should actively seek the assistance of the business and industrial community for program improvement.

CONCLUDING STATEMENTS

The preceding data in this report reveals to this writer responsible for planning and conducting this study that, generally, the business and industrial community served reacted positively to Nebraska Vocational-Technical School and the public school system within the state. The results indicate that the business and industrial community has a fair perception and understanding about the purpose and value of education, but in some cases there is an indication that the business and industrial community is somewhat confused relative to the present purpose of the on-going programs within the state.

The results of this study reveals that generally there is a positive reaction by the business and industrial community relative to job opportunities and the kinds of people who graduate from Nebraska Vocational-Technical School. A significant factor is that a majority of the community feels that graduates from Nebraska Vocational-Technical School are prepared for the world of work.

This study indicates that additional research on the data generated in this study seems to be warranted. The value of the data received from the business and industrial community should stimulate the desire on the part of the local board's of education and administrators and Nebraska Vocational-Technical School's programs and offerings within the state of Nebraska. The business and industrial community attitude further indicates that those in critical positions should again review the resources, facilities, finances, staff, and equipment available to make education more responsive to the community and con rrently relevant in terms of student needs within the state. It is further recommended, based on the results of this study, that a similar study be replicated three years hence to determine the changes that transpire

in that period of time. The data compiled in this study should be of value in providing resource materials to be utilized in program planning and evaluating existing programs, but of greater value is the attitude of the business and industrial community relative to the schools within the state, and will provide a means for bridging the gap between the public educational facilities and the world of work.

APPENDIXES

APPENDIX A

STATE BOARD OF EDUCATION
DR. ALLEN P. BURKHARDT
PRESIDENT
ROBERT G. SIMMONS JR
VICE PRESIDENT
FRANK E. LANDIS
JOHN K. LONDAY
NORMAN OTTO
DEBORAH H. SHEPARD
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LLOYD V. WRIGHT

State of Nebraska

Department of Education

CECIL E. STANLEY
COMMISSIONER OF EDUCATION

NEBRASKA VOCATIONAL
TECHNICAL SCHOOL
LOWELL A. WELSH DIRECTOR
MILFORD, NEBRASKA 68405

REPLY TO THE ABOVE OFFICE

March 15, 1971

Dear Employer:

As employers of past graduates of the Nebraska Vocational Technical School, I am asking your cooperation and assistance in completing and returning the enclosed questionnaire. The Nebraska Vocational Technical School is always interested in upgrading and updating its program offerings to meet the needs of its students, you the industries they serve, and the people who make the training available.

For quite some time we have felt the need for a complete assessment and evaluation of our course offerings, and the business and industrial community's attitude toward the effectiveness of the vocational technical program at the Nebraska Vocational Technical School.

A few minutes of your time to complete and return this questionnaire will be greatly appreciated. A return envelope has been enclosed for your convenience.

Sincerely,

John Treu

John Treu, Department Head
Building Construction Technology
Project Director

JT:ms

Enclosure

NEBRASKA TECHNICAL COLLEGE

E.L. (402) 761-2131 ■ ESTABLISHED IN 1941 AT milford NEBRASKA 68405

Lowell A. Welsh, Director

Dear Employer:

Recently you received by mail, a letter of introduction and a questionnaire. In this letter you were asked to participate in an assessment and evaluation of the, "BUSINESS AND INDUSTRIAL COMMUNITY ATTITUDE TOWARD THE EFFECTIVENESS OF THE VOCATIONAL TECHNICAL PROGRAM AT THE NEBRASKA VOCATIONAL TECHNICAL SCHOOL, MILFORD, NEBRASKA."

If you have completed the questionnaire and have returned it to the School, please disregard this letter. If you have not, would you please take a few minutes and do so. The greater the return we receive, the more accurate the evaluation will be. This information will be used to improve the quality and quantity of education to present and future students.

Thank you for the cooperation and assistance in this most worthwhile project.

Sincerely,

NEBRASKA TECHNICAL COLLEGE
Milford, Nebraska 68405

John Treu

John Treu, Division Chairman
Construction Occupations

JT:ms

State Board of Education
FRANK E. LANDIS
President

GERALD T. WHELAN, Vice Pres. PATRICK L. COONEY ALLEN P. BURKHARDT LLOYD V. WRIGHT MRS. SHIRLEY A. PETERSON MRS. MARILYN FOWLER F. Y. KNAPPLE

Commissioner of Education
CECIL E. STANLEY
GLEN H. STRAIN, *Asst. Comm. Voc. Educ.*

APPENDIX B

BUSINESS AND INDUSTRIAL COMMUNITY

ATTITUDE TOWARD THE EFFECTIVENESS

OF THE VOCATIONAL TECHNICAL PROGRAM

AT THE NEBRASKA VOCATIONAL TECHNICAL SCHOOL

MILFORD, NEBRASKA

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DIRECTIONS:

This research questionnaire has been developed to gather information on how you, as members of the business and industrial community, feel about the present program at the Nebraska Vocational Technical School. The satisfactions or dissatisfactions you feel relative to the present programs can be most helpful in evaluating the present educational programs. The results will provide direction for policy makers of the institution as they evaluate present programs.

Please be honest and answer all questions. We want to know how you feel about each question. The correct answers are what you think and feel. After you complete the questionnaire, check it quickly to be sure that all items have been answered.

Your name should not be placed anywhere on the questionnaire. Responses on the questionnaire will be held in strict confidence and individual replies will be submerged in summary data.

Thank you for your cooperation in this most worthwhile project which is designed to improve the quality and quantity of education to the youth of the state of Nebraska.

BUSINESS AND INDUSTRIAL COMMUNITY

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Milford, Nebraska

Read each statement carefully and then indicate the degree to which you agree or disagree with the statement, according to the following scale. Please mark an "X" over the number, in the box, opposite your choice of an answer for each statement ("X" out only one number for each statement).

1. SA--Strongly Agree--I have strong feelings about the statement and I agree with it.
2. A--Agree--I agree with the statement.
3. N--Neutral--I am neutral toward the statement, I just don't know enough about it.
4. D--Disagree--I disagree with the statement, but not very strongly.
5. SD--Strongly Disagree--I strongly disagree with the statement.

1. The Nebraska Vocational Technical School present program offerings are sensitive and responsive to employment opportunities in the state.

1	SA
2	A
3	N
4	D
5	SD

2. Occupational education opportunities at Nebraska Vocational Technical School include those which provide pre-employment training for jobs (positions) available in the area and state.

1	SA
2	A
3	N
4	D
5	SD

3. The present curriculum (course offerings) at Nebraska Vocational Technical School provide for a well balanced program for the youth of the state for those preparing to enter the world of work.

1	SA
2	A
3	N
4	D
5	SD

4. Students who graduate from the Nebraska Vocational Technical School possess the desired degree of skills and knowledge that enhances their chances for successful employment in the area and state.

1	SA
2	A
3	N
4	D
5	SD

5. The public schools of your community should direct more of its resources (money, equipment, facilities, and staff) to prepare the student for college or university attendance.

1	SA
2	A
3	N
4	D
5	SD

6. The public schools of your community should direct more of its resources (money, equipment, facilities, and staff) to prepare the graduate for the world of work.

1	SA
2	A
3	N
4	D
5	SD

7. Most of the students in our public schools could profit from having occupational training (preparing for the world of work) while still in high school.

1	SA
2	A
3	N
4	D
5	SD

8. Do you now employ graduates from the Nebraska Vocational Technical School?

1	Yes
2	No
3	Uncertain

9. Have you previously employed graduates or non-graduates from the Nebraska Vocational Technical School?

1	Yes
2	No
3	Uncertain

10. Graduates who come from the Nebraska Vocational Technical School bring with them the desired skills and knowledge to be successful on the job.

1	SA
2	A
3	N
4	D
5	SD

11. Graduates of the Nebraska Vocational Technical School school system are prepared for the world of work.

1	SA
2	A
3	N
4	D
5	SD

12. In your opinion, are the employment opportunities in this area and state providing adequate placement for Nebraska Vocational Technical School graduates?

1	Yes
2	No
3	Uncertain

13. The graduates from the Nebraska Vocational Technical School are interested in finding employment in Nebraska?

1	SA
2	A
3	N
4	D
5	SD

14. The public school curricula (courses) should be oriented more toward the community and it's employment opportunities.

1	SA
2	A
3	N
4	D
5	SD

15. In your opinion, are the wages paid in your community competitive with those in the region?

1	SA
2	A
3	N
4	D
5	SD

16. In your opinion, are the Nebraska Vocational Technical School graduates interested only in what a job pays, rather than future growth in the job?

1	Yes
2	No
3	Don't know

17. Young people today expect to receive too much (wages, benefits) from a job and disregard what they bring (skills and knowledge) to the job.

1	SA
2	A
3	N
4	D
5	SD

18. The Nebraska Vocational Technical School has a responsibility to prepare youth and adults to become more productive in the world of work.

1	SA
2	A
3	N
4	D
5	SD

19. The secondary schools of the state have the responsibility for providing students with a sound, broad, general education.

1	SA
2	A
3	N
4	D
5	SD

20. Business and industry should provide the training (job skill development) for students after they graduate from high school.

1	SA
2	A
3	N
4	D
5	SD

21. The cooperative educational program (half-day in school and half-day on the job learning skills) would be an effective method for providing Nebraska Vocational Technical School students with occupational training.

1	SA
2	A
3	N
4	D
5	SD

22. Occupational education (preparing for the world of work) is more meaningful to individuals when offered on the post-secondary level (Area Vocational College, Area Vocational School, etc.).

1	SA
2	A
3	N
4	D
5	SD

23. There is little value in offering occupational education (preparing for the world of work) in high school, because of the immaturity of students and their ability to make wise occupational choices.

1	SA
2	A
3	N
4	D
5	SD

24. Parents of students place too much emphasis on preparing for college and disregard the students aptitude, ability and interests for other career opportunities in the world at work.

1	SA
2	A
3	N
4	D
5	SD

25. The future economic development of this state will depend largely on the ability of the post-high institutions like the Nebraska Vocational Technical School to provide the business and industrial community with an adequately trained labor force.

1	SA
2	A
3	N
4	D
5	SD

26. There is a need to maintain a closer working relationship between vocational-technical schools, business, and industrial community to provide all citizens with a more responsive educational program to bridge the gap between schools and the world of work.

1	SA
2	A
3	N
4	D
5	SD

27. Are you willing to share in an increased financial responsibility (additional taxes) to expand and improve the educational opportunities for the students and adults of this state?

1	Yes
2	No
3	Undecided
4	Need to know more about the plan